ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 11/2/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002722	N.A.	N.A.	

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
Orientation Classes for In-Migrant Transient Children

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Milwaukee Public Schools
ST. Milwaukee, Wis.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Milwaukee Public Schools
Milwaukee, Wisconsin

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	12/62	26

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR Report

16. INDEXING TERMS (6-12)

inmigrant transient children	inservice education	psychological services	junior high
orientation classes	administration	health services	senior high
class organization	community agencies	nursing services	Spanish-speaking
	welfare counseling	elementary school	orientation
	school-community orientation		centers

17. ABSTRACT (MAX. 250 WORDS)

A three-year study of the orientation of inmigrant transient children was initiated in September, 1960. Second Report, 1961-62, supplements the first year's report and includes observations by personnel.

Eligibility for placement and transfer procedures in orientation classes are described for elementary, junior,and senior high school students. Students are generally those with culturally different backgrounds and language barriers, those who have come from out-of-state without school records, and those who have moved frequently within the city and show adjustment and educational difficulties. Programing of instruction is according to individual needs. When a student is placed in a regular class, there is periodic followup. Observation of children enrolled in the orientation classes shows favorable results in adjustment, behavior, attitude, and achievement. Teachers show a better understanding of special service personnel, such as the school social worker and psychologist.

The schedule of the preschool workshop and inservice education program is given. Monthly meetings of project personnel focus on case studies, curriculum planning, teaching techniques, and group planning activities. School-community orientation is continued, to help people in the community to be aware of the needs of the culturally different.

Reports of welfare counseling and psychological and health services show that good working relationships among all individuals involved produce encouraging results.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED002722

MILWAUKEE PUBLIC SCHOOLS

ORIENTATION CLASSES FOR IN-MIGRANT—TRANSIENT CHILDREN

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Second Report
School Year 1961-62

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM

00638

Orientation Classes
for
In-Migrant-Transient Children

A SECOND REPORT
1961-1962

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

MILWAUKEE PUBLIC SCHOOLS

December, 1962

ED002722

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FOREWORD

Milwaukee is one of ten or more major cities involved in the Great Cities School Improvement Program subsidized by the Ford Foundation Fund. Upon the authorization of the Board of School Directors, the Milwaukee Public Schools joined this program in September, 1960, when a three-year study of the orientation of in-migrant-transient children was initiated.

This bulletin supplements the first year's report and includes observations of the program as noted by the personnel closely associated with the project during the school year 1961-1962.

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ORGANIZATION OF ORIENTATION CLASSES*

The selection of the pupils to be placed in the orientation classes designed to take care of in-migrant and transient pupils was again considered carefully. However, no hard and fast rules could be set up because cases differed. Classroom space limited the location of the centers. Pupils were assigned to the center nearest to their district school.

Selection of Pupils -- Elementary School Centers

To be eligible for placement in an orientation class, a child would be one of the following:

-- A child between the ages of 9-13, newly arrived from outside the state of Wisconsin, who has no school record or insufficient records to indicate his grade placement. Selection of children in this category is to be made at the opening of school and during the year as additional children arrive in the city.

-- A child newly arrived to Milwaukee who has a language barrier (cannot speak English). These cases may need to be considered separately because Milwaukee already has classes for non-English speaking children at Cass Street, Jefferson, and Vieau Schools. Cases for these English language classes are screened by supervisors of special education and foreign languages.

-- A child between the ages of 9-13 who is transient. This is a child who has moved from school to school within the city so many times that he has educational difficulties and has not adjusted to urban living. Some of these children have been identified. Principals will be notified as to their placement.

Orientation Centers and Contributing Schools

The special in-migrant centers care for the children as indicated below. Should the child live in a part of the school district which is closer to another center, principals are free to suggest the assignment. Class load, however, is a determining factor. The coordinator assists in the final assignment.

* A detailed description of the project is included in The First Report, Part I, 1960-1961 School Year

Fourth Street Center

Fourth Street
Siefert
Twelfth Street
Twentieth Street
Walnut Street

Palmer Center

Cass Street
Center Street
Garfield Avenue
Lee
Palmer

Berger Center

Berger
Fifth Street
Hopkins Street
Keefe Avenue
LaFollette
Twenty-first Street

Ninth Street Center

Brown Street
Eighteenth Street
Lloyd Street
McKinley
Ninth Street

Transfer procedures

-- To make certain that there is room in the orientation class to which the pupil is to be assigned, principals clear with the project co-ordinator. Arrangements are then made to have the child enroll in the induction center. This may be prior to receipt of transfer request.

-- The advantages to the child to be enrolled in such classes are explained in a conference with parents.

-- Regular transfer requests (Form 220), as for any other out-of-district transfer, are completed and sent to the principal of the school in which the orientation class is located.

Selection of Pupils -- Junior-Senior High School Centers

To be eligible for placement in an orientation class, a student would be one of the following:

-- All students from out of the state who come to the school without records -- report card, transcript of credits, etc.

-- Students from out of the state who bring report cards and who, in interview, show that they have moved many times or have culturally different backgrounds.

Orientation Centers and Contributing Schools

Boys and girls of secondary school age are assigned to the two centers as follows:

Wells Junior High Center

Fulton Junior High
Lincoln Junior High
Roosevelt Junior High
Wells Junior High

North Division High Center

Lincoln High
North Division High

Programming at the orientation centers -- North Division High School and Wells Junior High School

-- Conferences should be arranged with Mr. Eddie Ponder, Coordinator of the Project, whenever there is question as to placement.

-- Orientation class will take care of the core of common learnings, including English language arts, social studies, and mathematics.

-- Programs should be arranged so that students will be assigned to regular classes in physical education and at least one additional class in such areas as:

Music
Art
Home Economics
Industrial Arts
Other half-credit courses
Service and extra-curricular activities

-- If possible, the program of orientation classes is to be so arranged that special program adjustments are scheduled in the morning and the sessions of the total group are scheduled following the lunch period. Such an arrangement will permit frequent field trips without conflict with other class commitments.

-- Students placed in the orientation center should be tested as soon as possible.

-- The curriculum in the orientation classes should be based on the needs of the students.

-- As students give evidence of growth in communication skills, they may gradually be programmed into regular classes. Such change should be made on consultation between teacher, North Division administrator or guidance counsellor, and Project Coordinator.

-- When students are ready for placement in a regular high school program without support of the orientation class, such changes are to be made based on a staffing, including teacher, North Division administrator, project psychologist, welfare counsellor, and Project Coordinator.

Records and report cards

-- Regular office records should be kept for these students.

-- Report cards are to be issued to these students.

Enrollment Data

In all centers

Total number enrolled 200

Boys 122
Girls 78

Places from which pupils came:

Alabama -- 8
Arizona -- 1
Arkansas -- 29
Florida -- 1
Georgia -- 7
Illinois -- 3
Indiana -- 4
Kentucky -- 7
Louisiana -- 5
Michigan -- 5
Mississippi -- 61
Missouri -- 2
North Carolina -- 4
Puerto Rico -- 11
Tennessee -- 11
Texas -- 5
West Virginia -- 4
Wisconsin -- 16

China -- 4
Germany -- 1
Iran -- 1
Jamaica -- 1
Mexico -- 2
Romania -- 5
Sicily -- 2

Total number of pupils who left the orientation classes 93

Placed in regular classrooms during the year 50

Placed in classes for mentally retarded 19

Excluded because of medical release 3

Left Milwaukee 21

Summer School

A summer school orientation class was again provided for children enrolled in the project classes and who were referred by their teachers on the basis of individual needs to strengthen skills. The non-English speaking children from the project were enrolled in the class for non-English speaking children. Other children were referred and enrolled in the summer school reading centers.

The teacher of the orientation class and the teacher of the class for non-English speaking children worked cooperatively in providing enrichment experiences for the boys and girls enrolled. This proved to be very beneficial and satisfying to the children and teachers.

Significant Findings Coming Out of Milwaukee's Project for In-Migrant-Transient Children

When a child is returned to a regular class, there is periodic follow-up by the project staff. Regular classroom teachers have made the following

 observations of in-migrant-transient children placed in their classes:

-- Each child is better adjusted academically and socially to the classroom than could have been expected without the orientation experience.

-- Pupils have been found in all academic levels of the regular classes, lowest to highest.

-- No child has been found to be the lowest in the lower third of any regular class.

-- Pupils show better understanding of school routine.

-- Pupils have strong motivation interests for school and are able to use school and community resources more effectively (i.e., library, lunchroom).

-- Pupils can work independently to an improved degree and make greater use of the periods of instruction within the school day.

-- Pupils know more about Milwaukee and the varied resources it has to offer.

Observation of children enrolled in the orientation classes

-- Special class placement gives the children security and readiness which they never experienced before.

-- Children do not feel a stigma by being assigned to an orientation class, including those coming from out of the district.

-- Behavior problems and negative attitudes are minimized if not eradicated when children are placed in this classroom situation where they succeed.

-- Children are developing a healthier concept of themselves as individuals.

-- The school day becomes more livable for the children. They enjoy being in school.

-- Skills, educational and social, can best be developed through field trips and real experiences.

-- Achievement levels and intelligence scores can be raised.

-- Children are more conscious of their own growth, social and academic, as a result of being involved in meaningful and real experiences through which skills are developed.

-- Teachers show a better understanding of special services, such as, the school social worker and psychologist, as they relate to the child.

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IN-SERVICE EDUCATION PROGRAM

Workshop

On August 30 and 31, 1961, the second pre-school workshop was held at the School Administration Building for participating schools in the Milwaukee Project for In-Migrant-Transient Children. There were 100 persons in attendance at the workshop. Each participating school was asked to send two teachers who did not attend the 1960 workshop. In addition to teachers, the participants included consultants, the Milwaukee Public Schools administrative staff, principals, project personnel, and representatives of various community agencies.

A copy of the 1961 program follows:

GREAT CITIES IMPROVEMENT PROGRAM WORKSHOP

IN-MIGRANT-TRANSIENT PUPILS

Milwaukee, Wisconsin
August 30-31, 1961

School Administration Building Auditorium
5225 West Vliet Street

Wednesday, August 30, 1961

9:00 - 9:30 -- The Great Cities Improvement Program - Milwaukee's Participation -- Mrs. Elisabeth Holmes
Board of School Directors

9:30 - 10:30 -- Address -- Migration and the Metropolis
-- Dr. Clarence Senior
Brooklyn College, New York City

10:30 - 11:30 -- Address -- Teaching In-migrant-Transient Children
-- Miss Ida Kravitz, Philadelphia

11:30 -- Luncheon -- Cafeteria

12:45 - 2:00 -- Working With People From Other Cultures
-- Mr. P. F. Ayer, Ford Foundation Consultant

2:00 - 2:15 -- Recess

2:15 - 3:30 -- Panel -- Our Year in the Project - A Report
Mr. Eddie G. Ponder Dr. William Brown
Mrs. Lottie Porter Miss Lillian C. Paukner
Mr. Gregory McElwee

Thursday, August 31, 1961

9:00 - 9:30 -- Working With the Adult Newcomer
-- Mr. Wesley Scott, Urban League

9:30 - 11:30 -- Work Groups
Teachers of Orientation Classes
-- Miss Ida Kravitz, Room 220-223
Principals -- Mr. P. F. Ayer, Room 129-136
Others -- Central Office Staff, Room 128-137

11:30 -- Luncheon -- Cafeteria

12:45 - 2:00 -- Using What We've Learned
Mr. P. F. Ayer
Mr. Eddie G. Ponder
Miss Ida Kravitz

2:00 - 2:15 -- Recess

2:15 - 3:30 -- A Look at Teaching-Learning Materials

Meetings of Project Personnel

The teachers and staff members of the In-Migrant-Transient Project continued monthly meetings during the 1961-62 school year to facilitate the implementation of goals of the project. Meetings were focused on case studies of children enrolled which were interpreted by the psychologist and welfare counselor. Curriculum planning, teaching techniques, and group planning were also included.

Noteworthy is one of our group planning activities which involved three of the elementary orientation classes and three of the elementary classes of the Campus School - University of Wisconsin-Milwaukee. The orientation classes visited the campus school classes for a half-day session. Previous to the visitation, the classes had been paired as a result of a meeting of the six teachers participating in the activity. Letters of invitation to the project children were extended by the campus school children. Letters of acceptance were returned by the project children.

During the visitation, the six classes, composed of three groups, participated in music, art, and physical education activities. A field trip through the University grounds as well as browsing and visiting were included as a part of the total experience. The culminating activity was a luncheon in the school cafeteria.

As a result of this experience, individual and group letters were exchanged among the children. Future ongoing activities are being planned to maintain the positive relationships and friendships which were established. The next activity calls for the campus school classes to visit their paired orientation class for a half-day session. Plans are also underway for a fall group outing and an overnight camping experience.

From time to time various community resource people were invited to our monthly meetings to confer and plan coordinated programs whenever

feasible. Early in the fall of 1961, Mr. Herbert Major, Health Educator of the Milwaukee Health Department, presented a health education program for consideration.

Project teachers made separate arrangements with Mr. Major in integrating his program with their classroom activities.

SCHOOL-COMMUNITY ORIENTATION

School-community orientation was continued during the second year of the project as a vital part of staff responsibility. Objectives of the project and current observations were the focal points discussed. Personal appearances best provide the community at large with a positive understanding and feel for what the schools are doing. It is necessary to help the people in the community to be aware of the fact that much of the inability of culturally different people to assimilate and adjust to the customes and habits of the urban zone is due to the lack of understanding and acceptance on the part of the total community. For this reason, adjustment of urban disadvantaged people is most often measured in terms of subjective judgments by "middle-class attuned ears."

Explanation of the "peculiarities" of in-migrant-transient children was most often asked for. Many individuals think that these are "different" children who have just come into being.

<u>In-migrant</u> and <u>transient</u> are words which have recently come into being to describe people living in urban culturally depressed areas. <u>In-migrant</u> is a rather newly coined word which simply identifies the new person coming into the large city for the purpose of making it his home. Generally, most of the people for whom this term is intended are from rural areas from within the country, as well as persons from outside the country (immigrants) who have not had sufficient opportunity to develop skills, educational and social, in order to adjust and cope with urban living.

The in-migrant should be distinguished from the migrant or migratory workers. The migrant group is more transient than the in-migrant group. The migrant usually follows crops and is only in a particular location for the duration of a crop, at which time he moves on to the next location. Therefore, he is less stable than the in-migrant in that he is forever in the process of changing locations. The in-migrant comes to a city or to a specific location for the express purpose of making it his home. He is

looking for a more stable situation which will allow him and his family to establish successful roots somewhere that can be called home.

The transient is that population of people who move around so often within a city that the children of this group who are of school age never stay in one place long enough to establish home or school ties. The children change school districts and teachers so often that they have not received instruction from any one teacher long enough to develop basic skills necessary to succeed in school. This is especially true in the area of reading, which is the most essential "tool" needed for learning. The transient boys and girls are forever meeting a new home situation, new peers, new teachers, and new school situations. Sometimes they return to a former school, but will still meet a new teacher-class situation. Therefore, these children are as deprived of an educational opportunity as those children who did not have this opportunity provided in their previous locations outside of the city. Many transient children are native to the city and/or recently arrived from outside of the city.

The urban-depressed area, which has also come to be known as the encapsulated society, merely defines a given geographical sector of the city where there is a great amount of mobility and in-migration of people whose experiences are limited and, therefore, lacking in educational and social skills. This is generally the low socio-economic area of the city. However, there are a sufficient number of children who are not in-migrant or transient in the sense of the terms that have just been described, but who have the same characteristics and are in need of the same helps as in-migrant and transient children. This would be especially true of minority groups and other families of lower class status who have been stable in home and school districts in the depressed area. The children, by and large, come from unmotivated homes which do not give them the stimulation, motivation, and aspirations necessary to realize their potential and worth to society. There is a lack of self-concept. Most of these children have met failures all along the way--in their homes, schools, and communities--and, therefore, feel doomed in terms of ever developing into a productive self. Martin Deutsch has written:

"It is well established that the favorability or unfavorability of environmental factors influences the development process, even though this process is biologically the same for all children, regardless of racial or ethnic group. The experiences and subsequent self-and 'world' concepts of a child are determined by the conditions under which he lives and grows up. Dissimilarities in the growth processes of children become maximized when their actual life conditions are dissimilar. As a result, attitudes and patterns of behavior and learning, though basically reflecting the larger culture, assume particular and often marked sub-group characteristics.

"It is generally recognized that emotional and learning factors are closely related. The influence of environmental factors on the intensity of motivation and on the growing child's self-attitudes regarding his own capabilities is significant. Psychologists have long recognized the intimate relationship that exists among internalized attitudes, motivation, and the general efficiency of individual learning and functioning. In general, educational concepts and techniques have developed from experiences with majority group children, and have then been generalized, with sometimes only minor modifications, to all children. It is reasonable to suppose that attitudes toward and response to the school situation might also have distinctive characteristics related to environmental conditions and sub-group membership."[1]

Characteristics of in-migrant, transient, or lower-class children are not common of any particular racial, nationality, or ethnic group. Children who have had similar environmental backgrounds from culturally disadvantaged areas will be in need of the same general helps and understandings. It should not be assumed that all culturally different children who come to the urban city or who have always lived in the urban city are unable to get along and hold their own with children from more advantageous situations. Some of these boys and girls, in spite of their handicapped backgrounds, are quite adequate.

In summary, in-migrant and transient are terms which describe two kinds of people of the lower-class status whose port of entry and allocation is the urban-depressed area. One should take into account that there is a significant number of stable children and families who have the same characteristics and needs because of having lived in this encapsulated society, lacking in

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[1]Deutsch, Martin, Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement, Monograph Number 2, Ithica, New York, Society of Applied Anthropology, Cornell University, 1960, page 1

the feeling of self worth. They have not related to the total urban area, therefore, it becomes necessary that we take off our cultural blinders and see people who are in need of help and be sure we are not adding generalizations or stereotypes to a small segment of the population (in-migrant-transient) which is not unique in terms of needs, helps, and acceptance.

The following is a list of school-community engagements which were carried out by the staff during the 1961-62 school year:

Milwaukee Public Schools
- Twelfth Street P.T.A.
- Robert M. LaFollette P.T.A.
- Thirty-fifth Street P.T.A.
- Wells Junior High School Faculty
- North Division High School Family Living Class and Auditorium Program, "Teen-age Marriage"
- Elementary Curriculum Councils
- New Elementary School Principals
- Division of Secondary Education Staff

Milwaukee Vocational School
- Group Guidance Staff

University of Wisconsin-Milwaukee
- One Social Work Class
- Lower Elementary Student Teachers (2)
- "Hard to Reach, Hard to Serve" UCS Sponsored Class
- Campus School--Educators from Turkey

Radio and Television
- WTMJ-Radio: "Two for the Record"
- WTMJ-Radio: "Zeidler Roundtable"
- WHA-Radio: "Wisconsin Congress of Parents and Teachers" (2)
- WTMJ-TV: "Mid-Day"
- WISN-TV: "Coffee Break"

Community--Religious, Civic, and Social
- First Methodist Church
- Wesley Foundation (State Group), First Methodist Church
- Mount Zion Baptist Church
- Mount Moriah Baptist Church
- International Society for General Semantics--Milwaukee Chapter
- Public Education Committee of the City Club
- Milwaukee Boys' Club--Both Branches
- Milwaukee Commission on Community Relations
- National Association of Social Workers, Milwaukee Chapter
- N.A.A.C.P. Board of Directors
- Milwaukee Journal Editorial Staff
- Metropolitan Research Clearing House of Milwaukee
- Y's Men's Club--Northside Y.M.C.A.
- Milwaukee City Council P.T.A.
- P.T.A. and Milwaukee County Mental Health Association (Forum)

REPORTS OF SPECIAL SERVICES TO THE PROJECT

The pages that follow contain detailed reports by special personnel. The welfare counselor and psychologist were assigned to this project in September, 1961, as supplementary services to the teachers and children.

Included also are reports by staff members of the Milwaukee Health Department whose services to the children in the project were over and above the regular Health services given to the schools.

Each report carries the name of the writer.

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Welfare Counseling Services to the In-migrant-Transient Project

Mrs. Lottie Porter

Introduction

The second year of the Ford Foundation project for in-migrant-transient children afforded increased learning opportunities in working with these classes: four elementary centers at Palmer, Victor L. Berger, Ninth Street, and Fourth Street Schools; one junior high at Wells Street Junior High School; and one senior high at North Division High School. There were generally twenty children in each center at all times. Children who have been placed in regular classes were followed up once a semester. This involved seventy-five children. The project classes remained in schools which are located in the "inner core" area of the city.

In this second year the children were of mixed racial and ethnic origins--Negro and whites native to Wisconsin and from rural southern areas, Puerto Rican, Cuban, Italian, Mexican, Romanian, and French. The majority of students continued to be children of Negro ancestry who had recently migrated from the rural south. The variety of socio-economic and racial factors affecting these children continued this year.

In this year's classes there was an increase in the number of transient children accepted into the project. "The big city slicker" as he came to be known to his teacher and peers in many instances, brought problems of ducktail haircuts, cleats on shoes, and many other signs of his efforts to copy what he feels to be affectations of the sophistication of the city. His indifference and defiance to school seemed to disguise his basic insecurities, educational retardation, and fears. These things appear to be examples of what can happen to a child who is involved in a high degree of mobility within the limited environs of the city. He brought to the class unique problems which many persons within the project staff thought should not be "turned loose" on the in-migrant child.

The behavior and experiences of the transient child did seem to affect the behavior patterns of the in-migrant child. It is the belief of many of the project teachers and principals that the transient child's behavior suggested a negative model for the in-migrant child which is difficult to counter-act within these classes. It is the opinion of this counselor that effective methods for dealing with these problems can be found within the school. The transient child does call for an awareness of his problems and some effort extended to him to recognize his veneer and help in the adjustment of his problems. Constant interpretation as to how the transient's problems operate from the same generic base as the in-migrant's problems was necessary during this school year.

> "Each child will use his inborn capacities to grow upward and outward as he coordinates and expands from education--to go out and include his environment in his skills, affection, responsibility, question-asking and comprehension."[2]

Welfare Counselor Services

Procedures and methods for offering the services of the welfare counselor continued as described in the project's first annual report. The regular follow-up of children released to regular class placement continued once a semester for the purpose of evaluating their school adjustment. Each teacher was interviewed personally by the counselor and/or the project coordinator to assure the maximum information possible about the child's adjustment. In the junior and senior high schools the guidance counselor was sometimes the person to be interviewed. The findings indicated that the children placed could meet the level of expectation in their present classes. The majority of children were making a satisfactory adjustment, as indicated by grade averages and the ability to meet behavioral standards. These conclusions are based upon the observations and findings of the welfare counselor and project coordinator.

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[2]Overstreet, Mrs. Bonara, lecture, "The Child in the City," University of Wisconsin-Milwaukee--Pearse Hall, 6-18-62

A secondary gain from these contacts lay in the opportunity for further interpretation of the need, teaching approaches, and goals of the project and its general plan within these classes. Although children placed in regular classes were expected to be absorbed by the regular school services of that school, there were instances where their problems were referred back to and handled by the project welfare counselor and project coordinator.

The physical distance of the home from some of the project classes continued to create some problems of transportation, time, and family attitudes toward the school.

Another variation this year was in the number of truancies occurring in these classes. These were observed to be children who had remained in project classes for more than two semesters or those who came in as transients. This highlights the need for building and instilling a sense of personal responsibility within these children. Children enrolled in the project did find a higher degree of acceptance and understanding from the teacher and peers upon returning to the class after truanting. Therefore, it seemed less threatening for him to return to school and to the project class than was observed in a regular district.

The parent of the transient child was also observed to be more cautious and suspicious as to the sudden, overt interest of the school than was his in-migrant counterpart in the project. They, too, were observed to be overburdened with problems of the same socio-economic and racial nature as the parents who are newcomers to the city. There were some negative experiences on the part of the project staff with parents. There is evidence, however, that a large number of parents, given the opportunity and stimulation to involve themselves in school experiences, can do so on a fairly high level. Some of the effective procedures used by the counselor in the area of home-school relationships have been:

-- Warm, friendly gesture expressing mutual interest in the child by the counselor to parents. This is most effective early in the child's school experience and prior to the indication of "school problems."

-- Request by the school that parents visit the school with emphasis on their child's class, meeting of the child's teacher, and planning for regular conference periods.

-- Involvement of the parents in P.T.A.'s, parent parties at the school, open house, study-discussion groups, or any other general plan for school activity.

-- School personnel's interest and participation in community activities such as attendance at public meetings where community problems are being discussed and planned.

-- The school staff showing mature, responsible interest, attitudes, and positive verbal expression when communicating with parents or children in any form.

As a result of this approach, children have continued to be responsive to and enthusiastic about the counselling relationship in the school. It must be realized that some were hostile and rejected all efforts of the counselor for communication in an occasional interview. It seems significant that these children came to such interviews after having experienced behavior problems within the school and/or truancy from school. It is here that the parent-child-school relationship takes on an added dimension because, when the three-fold approach could be utilized, there was a lessening of such incidents.

We have continually recognized that, in general, these children bring to the class a configuration of many kinds of problems--physical, social, and emotional, as well as academic. In those instances in which it was quite evident that serious emotional problems were present, as determined by the project team, referrals were made to the Milwaukee County Child Guidance Clinic for evaluation. While three referrals were made with the hope that treatment would be offered upon diagnosis of the child's problem, no such acceptance was deemed necessary by the above-named agency.

The services of the welfare counselor in the school has continued to embrace short-term casework with many of these families in the following ways:

-- Helping families to become aware of the problems their children face in education.

-- Positive use of transference in helping families gain insight into the nature of these problems and emphasis on the availability of the counselor's interest and aid, when needed.

-- Demonstration of faith and hopefulness in the client's ability to deal with his problems.

-- Involving the family's ego strengths early enough to lessen defense reactions and negative blocks to their children's school experience.

Our culture emphasizes the parental role and this is an awareness of the importance of parental functioning as it inter-relates with child development. The welfare counselor has seen that such an approach can be and is effective.

Summary and Observations

A summary statement of the project observations at the end of two years has been substantially the same as those made at the end of the first year. Children in the project classes show many symptoms of social maladjustment and emotional disturbance. This behavior includes resistance to authority, aggressiveness, hyperactivity, poor learning habits, and withdrawal tendencies. The majority of these children are considered treatable within the framework of social casework because of their ability to form what seems to be a meaningful relationship with the project team. Many parents are so perplexed with their daily problems of housing, marriage, employment, health, and financial planning that they state they are unable to involve themselves significantly in a single child's problems. These factors create further problems in working with these children since the child's needs and his status in

the family are so closely inter-related. Some limited gains have been apparent in the behavior of the children. There has been some improvement shown in their relationships with adults in the school setting. Acts of hostile aggression toward their peers have diminished in intensity and frequency. Some hyperactivity has been redirected into an improved concentration in academic work. The child seems also to enjoy the individual attention he gets from supportive counselling at school. At home and at school, most of the child's life is so overcrowded that he has little opportunity for developing and strengthening his ego, finding it possible to decide what he believes in or does not believe in, to plan goals or to release his innate creative abilities. The teacher becomes a rare person who can appreciate his worth and his contributions on a day-to-day basis. His classmates sometimes become an extension of the siblings he has left in the home and with whom the child feels he must compete with for the teacher's attention.

Many parents also showed interest and willingness to work with the school more closely through their project class relationships. Some other parents, however, stated that the child's difficulties and what help could be realistically offered seemed inadequate to them when they were in the midst of their many perplexing--and often overwhelming--difficulties.

Report of Psychological Services to In-migrant-Transient Project

Margaret Bernauer

Psychological services to the in-migrant-transient project during the school year 1961-1962 continued the diagnostic, consultation, and research services begun in the year 1961-1962. At this time, a report will be presented to cover the second year's activities. A complete summary will be prepared next year, covering the three-year period and summarizing the three years of educational progress.

Services this year included:

-- Administration and scoring of group tests of intelligence and achievement.

Fall 1961: All new enrollees in the project whose reading level was estimated to be at least equivalent to 3.5 grade level.

Spring 1962: Group testing for ability and achievement of all children in the project and follow-up testing of all those transferred into regular or special classes.

-- Individual psychological services: consultations, diagnostic studies, follow-up conferences, and inter-disciplinary staff conferences on individual children.

-- Group counseling.

-- Attendance at staff meetings, professional and community group meetings.

-- Special studies and analysis of individual psychological data.

Wechsler Intelligence Scale Scores
Wide Range Achievement Test Scores
Perceptual Training Project
Teacher Rating Scales

-- General observations and suggestions.

Group Test Statistics

N U M B E R T E S T E D

	Elementary Group	Junior High Group	Senior High Group	Total
INTELLIGENCE				
Lorge-Thorndike Test	Fall 16	21	14	51
	Spring 104	24	23	151
ACHIEVEMENT				
Iowa Tests of Basic Skills	Fall 11	0	7	18
	Spring 0	0	0	0
	Level 4 105	19	4	128
	Level 6 0	4	9	13
	Level 8 0	0	9	9
TOTAL GROUP TESTS	236	68	66	370

The number tested in Fall includes children newly enrolled or not previously tested. The number in Spring includes children enrolled between October and May, plus the Spring follow-up of children still enrolled in project classes, and the follow-up testing of children transferred out of the project into regular grades and special classes.

The data accumulating from these group tests will be analyzed and reported at the end of the three-year period. However, the test results were made available to the project teachers each semester as soon as the scoring was completed. The achievement tests were reported in grade equivalent scores and percentile ranks on national norms for their respective levels.

Changes in scores by the children on the intelligence test and in the achievement tests are being accumulated. Data on this year's group tests will not be reported at this time. This year's test scores cannot be compared directly with the data reported in last year's report because the

populations are not the same or even comparable. The children tested have spent varying lengths of time in the project, and accurate comparisons on a group basis must await further statistical analysis.

Individual Psychological Services

Number of children served

	Elementary	Junior High	Senior High	Total
New referrals	51	11	15	77
Re-referrals	32	8	0	40
Informal consultations (Prior to referral and follow-up)	11	5	1	17
Total number of children receiving individual psychological services	94	24	16	134

Types of problems referred

Learning or ability 123

Behavior and emotional adjustment 38

These numbers do not fully describe the amount of service given to the children in the project. The regular bi-weekly visits to each class and the continuous teacher contact gave opportunity to

-- become well acquainted with most of the children.

-- observe class situations, individual learning and adjustment problems, group interaction, special techniques being used, and teacher-pupil relationships.

-- consult informally and recurringly about the children and also about many related problems.

Many activities of this kind could not be reported in numbers, but they involved considerable time and contributed to the understanding of the child.

Diagnostic procedures used

-- Class observations

Each class visited at least bi-weekly.

-- Interviews with children

Each child individually examined was usually seen at least twice; the first conference for getting acquainted and for preliminary screening, and succeeding conferences for more thorough diagnosis.

Number of diagnostic-counseling sessions 227

-- Psychological tests

Individual Intelligences Tests	196
Personality Tests	74
Achievement Tests	212
Others	24
	506

With newly referred children at least two, and often three, different measures of intellectual ability were administered. Screening tests, such as the Columbia Mental Maturity Scale, the Goodenough Draw-A-Man Test, the Kent Emergency Scales, and Raven's Progressive Matrices were used in the initial conference as a getting acquainted device and to obtain a rough assessment of potential.

The number of achievement tests administered is large because oral reading tests and tests of arithmetic computation skills were used frequently in the screening process to assess the level of educational development. This was felt to be a fair measure of functioning educational ability and was used to help the teacher to assess the child's initial skills. Check tests of basic skills were also used as a supportive technique in the process of working with the children. We found that their need for recognition and approval was great, and this afforded a kind of reinforcement and motivation that seemed to substitute partially for the adult expectation and follow-up that is often missing or vague in their family life.

Personality assessments were done by use of a combination of observations, interviews, and projective techniques, such as Draw-A-Man, Drawing of House-Tree-Person, Rorschach, Thematic Apperception Test, and Projections from Goodenough Draw-A-Man. Except in cases of severe disturbance, personality studies tended to be minimal; most of the referrals centered about problems of assessing readiness for regular or special class placement. Where the determination of mental ability was difficult because of cultural differences, projective techniques became useful but interpretations had to be cautious. Except for some drawing techniques, the more verbal projective techniques were not ordinarily used by me until after several sessions with the child. The children's limited experience background, their poor verbalization skills, and their tendency to withdraw to safe, concrete demonstrations of their ability were the reasons for my cautious approach and conservative interpretations. Perhaps in the future, the use of unstructured observation through games, play, dance, or art work will make a desirable initial approach.

Conferences and discussions of psychological findings

-- Interviews with teachers and school administrators 189
with welfare counselors 10*
with school hygiene 5*
with parents 4

* Exclusive of staffings

-- Participation in formal inter-disciplinary staff conferences with school personnel, project staff, special education, school hygiene, and other professional persons 72

The number of parent and community contacts has been low. In the ordinary course of interpreting psychological services, there tends to be more direct conferencing between psychologist and parents. On this project, the service has tended to be more for the use of the school, the social welfare worker, and the staff. This seems to be brought

about by the unique cultural factors present. Fear, resistance, and communication barriers often made it desirable for the person best known to the parent (teacher or social worker) to discuss the child's adjustment. Nevertheless, this is an area where some broader social-psychological approaches can, and should, be attempted with parents and parent groups, possibly through parent-education techniques.

Outcomes of psychological study

-- Recommendations made:

To Director of the Department of Special Education	
for special class placement	19
for assistance from Reading Center	18
for speech therapy	11
To School Hygiene Division for continued service . . .	7*
To School Welfare for continued service	12*
Other recommendations and referrals	26

* Exclusive of routine welfare service and plans made at formal staffings.

Group Counseling

This year, during the first semester, a group of five junior high school girls was seen bi-weekly from October to January. The purpose was to give them an opportunity to discuss problems of school adjustment and to profit from each other's experiences; ask questions; increase their feelings of self-worth in an educational setting; and ultimately improve attitudes toward school work.

Several members of the group were transferred out of the project at the end of the semester and the group sessions were discontinued.

No formal evaluation was carried out. It was noted that the girls seemed to enjoy the individual attention. One student tended to monopolize the sessions. Two others, whose functioning in school work was equivalent to that of mentally retarded children, at times made statements that showed alertness to environment and judgment not apparent in class work.

Other Psychological Services to Project

Public relations

-- Speeches and attendance at professional meetings 5

-- Meetings with professional personnel of other school systems . 3

Staff meetings

-- Project staff 8

Individual Test Data and Special Studies

In this section there are data and reports from some of the individual examinations given and also the findings of a few special studies.

Ability Levels Determined by Performance on Individual Psychological Examination (Wechsler Intelligence Scale for Children)

Range of Ability (WISC IQ)	Classification	Number			Percent of Total Group Examined
		New	Continued Re-referred	Total	
140 and over	Very superior	0	0	0	0
115 - 139	Superior	2	0	2	1.7%
85 - 114	Average	41	14	55	47.0%
70 - 84	Below average (Borderline retardation)	26	21	47	40.2%
60 - 69	Mild retardation	2	3	5	4.3%
Below 60	Moderate retardation (Trainable)	4	1	5	4.3%
Undetermined		2	1	3	2.5%
TOTALS		77	40	117	

Ability levels on re-examination

During the past year, nine of the children were re-examined with the Wechsler Scale. In seven instances the IQ score increased; in one case, there was no change. The only score to decrease was that of an emotionally disturbed child. Of the seven increases, four exceeded the probable error range of the test. If supported by cumulative data, it may be possible to develop a correction factor for specific cultural differences.

Changes in achievement test performance

Project children who were re-examined in reading and arithmetic with the Wide Range Achievement Test at the end of two semesters showed greater increments in arithmetic test scores than in reading (median increase of .9 grade score in arithmetic; .5 grade increase in reading). In order to be meaningful, the individual results should be related to the individual child's learning rate. In cases of cultural retardation, if the rate of progress in these skills is average, this rate could, in my opinion, be considered a fair index of educational potential. In many cases, it could prove to be a more valid predictor than an initial IQ score on a traditional test of intelligence.

Intelligence test patterns (Verbal - Performance)

A sample of one hundred intelligence test scores of children between the ages of 9 and 15 in the project were compared with the first one hundred in the psychological case files for 1961 in which the Wechsler Intelligence Scale for Children was administered.

While the data are contaminated by the probability that the two groups are not mutually exclusive, it seems significant that among the project children 55% scored higher in Verbal IQ than Performance. In the other group from the regular case files, 56% scored higher in Performance IQ. Furthermore, if we consider only significant differences between

Verbal and Performance IQ (9 IQ points or more[3]) then, in the project group, 60% of the significantly different performances were in the direction of higher Verbal scores. In the comparison group, 65% of these significantly different were in the direction of higher Performance scores. This suggests that children in the in-migrant-transient project do not typically score higher in nonverbal or performance components of individual intelligence tests, and therefore it should not be generally assumed that a nonverbal intelligence test more accurately assesses the potential of culturally deprived children in this age group.

A study was also made of the vocabulary subtest of the Wechsler Scale, comparing the responses of project children with those in regular case files. The words most frequently failed tended to be the same in both groups, though there were higher frequencies among the project children and the range of vocabulary was greater in the regular case records. The two words "spade" and "nuisance" were failed most frequently in both groups. These two words seem not to reflect cultural differences, but artifacts of the test itself.

Perceptual training

Two children (one average intelligence; one dull to borderline deficiency) were given a series of perceptual training exercises[4] combined with intensive reading help. While one made rapid progress and the other made no measureable progress, it was concluded that in these cases the progress was more a function of intellectual ability plus intense individual attention than a result of the perceptual training itself.

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[3]Significance determined at a difference of 9 IQ points. Taken from a study presented by Fred Davis, Hunter College, N.Y.C. at 1960 Workshop of School Psychologists, Division 16, American Psychological Association.

[4]Training exercises developed and under study by Dr. Norman M. Chansky, Psychologist for Ulster County (New York), Board of Cooperative Educational Services.

Teacher rating scales

The use of the Haggerty-Olson-Wickmann Behavior Rating Scale was discontinued this year. The original purpose of using this rating scale was

-- to find a way to assess progress of the children in the qualitative aspects of school adjustment.

-- to help teachers be more objective in their appraisals of these qualitative factors.

A schedule of beginning and ending ratings for each center was prepared and studied. The data is on file in the office of Psychological Services. Examination of the ratings showed that

-- there was considerable variation among teachers' scores, making comparisons between classes unreliable.

-- ratings within each class tended to remain consistent within the range of that teacher's scores, but there was considerable variability in range from class to class.

-- teachers felt the rating scheme was not helpful to them in analyzing the children's adjustment or in clarifying their own understanding of them.

-- teachers felt that the terms in the scale were not adequately descriptive of the children and were subject to too much variance in interpretation.

On the basis of inspection of the data it was felt that the objectivity of the ratings was not high enough to warrant further refined research procedures for evaluation of pupil adjustment; and the value to the teachers themselves was felt not to justify the teacher time they required.

Some General Observations

Observations on children's characteristics

This repeats and confirms many of the observations made last year. After two years of studying the children in the project classes and how they function on standard psychological tests, the following things stand out as factors contributing to their performance--often estimated to be significantly under their potential:

-- Severe handicap in simple factual information. Their culture has different facts, not sampled in the tests, but the tests contain facts necessary for efficient educational functioning.

-- Stereotyped, colloquial vocabularies and language idioms.

-- Inability to generalize, abstract, and compare ideas, and to express them in words.

-- Poor visual discrimination.

-- Inability to manipulate mental images.

-- Slow motor speed.

-- Short attention span.

-- Vague, inadequate self-concept, at least with respect to a self-image related to educational striving. This is not usually the case with European in-migrants whose culture pattern and goals are more similar to American urban society.

Many of the factors mentioned are important to success in classic school intelligence tests, and they are representative of the concepts and the symbolic mental functioning necessary for success in school work. However, they may not be as necessary for success in earning a living. Mental work of the kind found in school and in tests does not seem to have the meaning or the interest or the motivational power that such things have for children who are conditioned to them--children who from infancy learn to enjoy verbal - mental exercise as conversation, word games, storytelling, drawing, guessing games, memory games, and the like--children whose families have a tradition of education and respect for books and reading for knowledge's sake and whose traditions are the materials they recognize in their books. The children of rural southern culture find little of their culture in books. Furthermore, their parents live without books. The children absorb the goals of their parents who are concerned with the practical aspects of daily living. They seem to be more moved by what is concrete and practical and what will get them material things. This observation coincides with Frank Riesman's finding that culturally untrained people have little ability to appreciate

and enjoy knowledge for its own sake, but they more readily respond to things which have potential practical and personal advantage for them--money, a job, a better home, and all the concrete, material things they need.[5]

Class groups

The smaller class size allows for greater individualization of instruction and for more flexibility in working with new methods and materials. The children generally seem to enjoy the atmosphere of acceptance and importance that they sense as members of the project class. However, from listening to teacher problems in coping with the great variations in children's background and their personal adjustment problems, the impression grew that there would be value in grouping by kinds of problems, or at least limiting the range of problems in order to increase teaching effectiveness.

For example, one class group with the age span 9 to 13 spanning abilities ranged from mental deficiency to above average intelligence, English language handicaps, learning, emotional, and behavior problems of transient children. Children coming from several different cultures and educational backgrounds strains the limits of even the most capable and diversified teacher.

The terms "in-migrant" and "transient" and definition of the bases for selection as specifically and objectively as possible need to be clarified. In the case of transient children who have resided in Milwaukee and attended Milwaukee Public Schools, psychological study as well as health and welfare study, might well be a prerequisite. This would help to insure that the child fits the definition of project goals and purposes.

Use of staff conferences

The staffings on individual children, participated in by school personnel, project staff, welfare, psychological, health, special education, and other agencies provided necessary interchange between disciplines. They would be

[5]Riesman, Frank, The Culturally Deprived Child, Harper Brothers, 1962.

even more useful if they could be planned reasonably soon after the child's induction into the class, with follow-ups during and toward the end of his stay. This would give the project maximum use of the discussions and the pooled opinions and conclusions on courses of action while working with the child.

Relations with parents and community

A great deal has been accomplished by the project in this area. Where it was possible to work closely and cooperatively with parents, the progress of the children was more rapid. Wherever great resistance, fear, or suspicion of the school was encountered, it became difficult to make progress. Insistence on conferences would not have achieved better results. Yet, ways must be found to bridge the communication gap between home and school, establish good feelings, and involve parents directly in the educational problems of the children in a positive manner. It seems that more programs on a community level--through community agencies--to engage parents in many of the same cultural and educational experiences in adult groups that their children are having as schoolmates, would have some chance of providing common concepts, experiences, and ideals.

Teaching - learning

The use of teaching machines may offer some appeal to children in the project classes, particularly in learning spelling and arithmetic. Development of reading materials with content representative of the cultural experiences of the children would make an interesting special project. The audio-visual services may have valuable suggestions and information.

Termination of child's assignment to project class

Before expanding the program, clarification and specific policies regarding length of stay, conditions of dismissal and transfer, disposition and temporary placement of children waiting for special class placement might expedite the maximum use of project classes.

Project staff meetings

These meetings fulfilled a very important need for unifying project efforts and providing for exchange of ideas. The need to discuss general procedures and organizational matters at these meetings often left little or no time for informal discussion of classroom problems and ideas by the project teachers. Time for such discussion seems to hold promise for development of a wealth of creative and practical resources. Perhaps additional time could be arranged.

I would like to state that these observations and suggestions have been made with the pervading impression that I have been working in an able and stimulating professional group on a project dedicated to cutting new paths in a traditional setting. The intangibles that are being accomplished in the building of acceptance and finding practical approaches to the solution of difficult problems created by mobility and social change, may prove to be of greater value than can be seen immediately or in quantitative terms. It is a most profitable experience to work as a member of this team and to learn so much from it.

Report of Health Services to In-migrant-Transient Project

Dr. William Brown
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This is a second report in the health evaluation of children in the in-migrant-transient classes in the Milwaukee Public Schools. The previous report described the health status and follow-up of children in these classes during the 1960-61 school year. All appraisals were done by the author in the preceding series, with the assistance of the school public health nurse. They included a medical history when the parent accompanied the child for his examination. Twenty parents (of the 71 children examined) attended these examinations, thus limiting the number in whom a medical history was obtained. Public health nurses visited those homes in which a child was found to have a defect and interpreted the defect to the parent. Twenty-one children were found to have defects, half of which were under medical care within three to six months after referral. Girls in the in-migrant-transient class showed similar percentile ratings for height and weight with a control group of their peers but boys in this class fell below in percentile ratings for the above with a control group of their peers.

Because of the problems encountered in the 1960-61 health appraisals, which required several schedule changes for each class of children examined, health service procedures were changed. Five physicians who were regularly assigned to the schools in which these classes were conducted examined the children in their respective schools. The dental staff did not participate in this project. Pure tone audiometric screening was also done on each child examined in the project this year. Parents were notified and asked to come to the examinations by the respective school principals.

Results

Of eighty-seven children examined between September, 1961, and May, 1962, twenty-nine were accompanied by a parent. Some of the problems which prevent parents from being able to attend these examinations were discussed in the first report. The number of parents attending and the total number of children at the respective schools examined are listed below:

School	Parent Present	Total Number of Children Examined
Victor Berger	11	13
Fourth Street	0	19
Palmer	8	17
Ninth Street	6	12
Wells Junior High	2	11
North Division High	2	15
Total	29	87

In that only thirty-three per cent of the children were examined with the parent present, complete medical histories were not obtained for most of the children examined. Health counseling, especially anticipatory guidance, and information on community health resources were not readily available to most of the parents because of the small number of parents attending these evaluations.

Number of Vision, Hearing, Heart, Dental, and Other Defects by Sex in 87 Children in the In-migrant-Transient Program of Milwaukee Public Schools, September, 1961, to May, 1962

Type of Defect	Male	Female	Total
Vision	9	12	21
Hearing	5	8	13
Heart	4	2	6
Dental	29	23	52
Other*	7	6	13

* Includes obesity (5), cerumen (4), nasal obstruction (1), plantars wart (1), history of convulsions (1), skin (1)

One hundred and five (105) defects were found in the eighty-seven (87) children examined. (See chart on following page, Figures 1 and 2.)

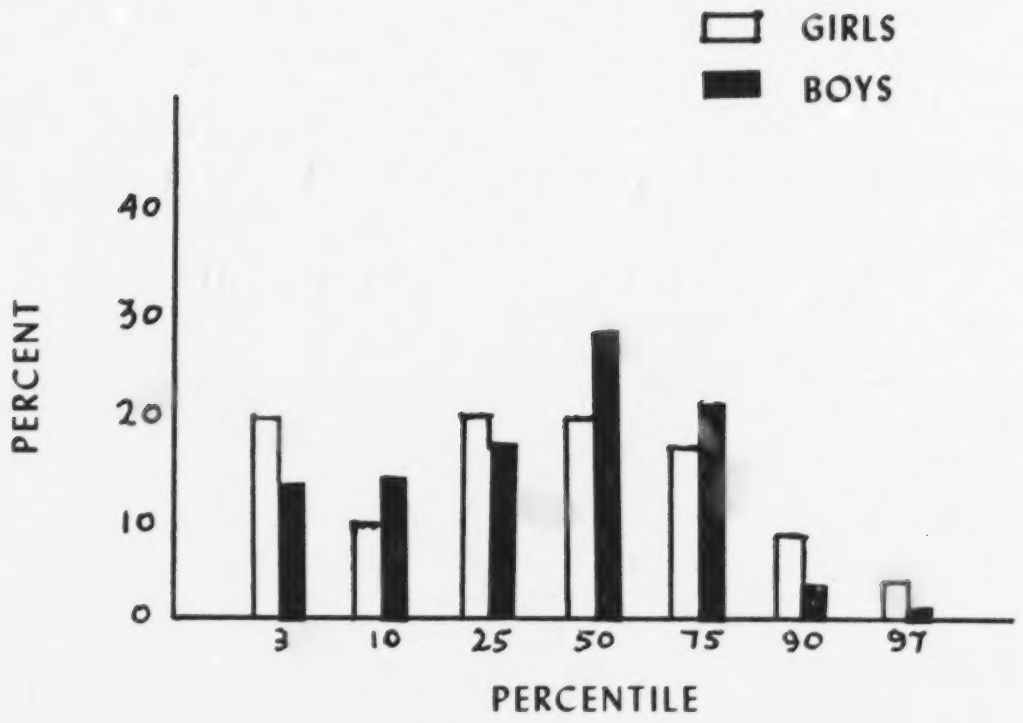

FIG. 1 DISTRIBUTION OF HEIGHTS IN 35 GIRLS AND 52 BOYS IN IN-MIGRANT-TRANSIENT CLASS STUDY BY PERCENTILE RATING SEPT. 1961 TO MAY 1962

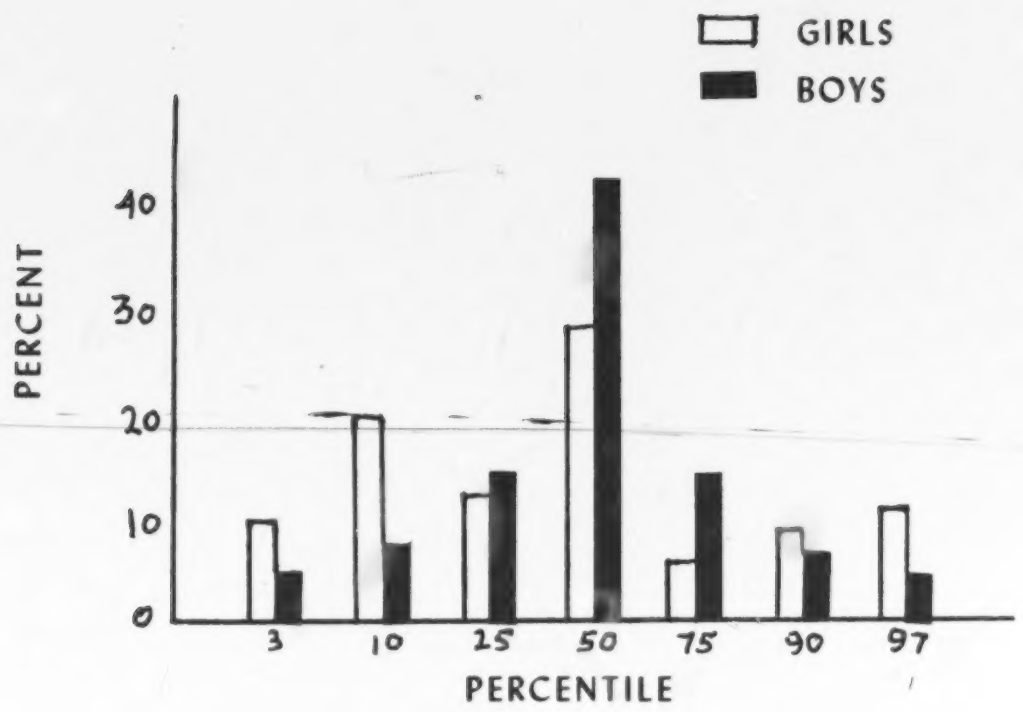

FIG. 2 DISTRIBUTION OF WEIGHT IN 35 GIRLS AND 52 BOYS IN IN-MIGRANT-TRANSIENT CLASS STUDY BY PERCENTILE RATING SEPT. 1961 TO MAY 1962

Defect forms were given to the parent by the examining physician, when the parent was present at the examination, or by the public health nurse, who visited the home and interpreted the findings to the parents not attending the examinations, and they were referred to their own physician or an appropriate clinic.

Twenty (20) children exhibited less than 20/20 in one or both eyes on Snellen screening and one child exhibited an external squint (with 20/20 in both eyes). Nine of these children exhibited mild vision defects (20/30 in one or both eyes) and one child had received maximal treatment for his visual defect prior to coming to Milwaukee. The findings in the remaining ten suggested visual deficiency which would adversely affect school performance.

Of the six children with signs suggestive of heart defects, two had histories of rheumatic fever (one had a murmur) and four had heart murmurs. One of the children found to have a heart murmur admitted to having shortness of breath on exertion but also was obese. One child with a history of rheumatic fever left the state shortly after his medical examination.

Thirteen children exhibited mild hearing loss, by pure tone audiometry, and in six children this loss was in both ears and in the other seven in one ear. This amount of hearing loss should not interfere with their school performance. All of these children will be rechecked for hearing loss by the audiometric technician during the next school year (and by the school physician if they again show a hearing loss).

The thirteen defects included under "Other" were: obesity (four girls and one boy), cerument in ears (two boys and two girls), nasal obstruction (one boy), plantars wart (one boy), history of convulsions (one boy), and skin (one boy). None of these defects would tend to adversely effect school performance of these children.

Nearly 60 per cent of these children had dental caries. This is the commonest defect found in health evaluations of children. The number of children who had received dental care (and had filled teeth) were not counted. In the earlier report this aspect of the health appraisal was done by a dental team.

Public health nurses visited the parents of twenty-eight children found to have defects, interpreted these defects to the parent, and advised them of sources for care. Thirteen of these children received investigation of their defects: Milwaukee County Hospital--seven, private medical source--five, and Milwaukee Children's Hospital--one. Of the remaining fifteen, twelve were eligible for care (and referred to) at Milwaukee County Hospital, two moved out of Milwaukee, and one was referred to Marquette Dental Clinic. The parents of five of the children who have not had further evaluation stated they will take the child for medical evaluation this summer. The public health nurse felt that in ten cases she was unable to motivate the parent to follow up the referral.

Increases in height and weight are continuous processes from birth to young adulthood (with the latter continuing well into adulthood). The distribution of heights and weights in children of the same sex and age tends to fall within certain limits and when plotted form a curve similar to the normal distribution curve. In this group of children heights and weights were given percentile ratings based on the classification used in the Milwaukee Health Department (which were adapted from anthropometric charts based on original data of H. C. Stuart and H. V. Meredith and prepared for use in Children's Medical Center, Boston, Massachusetts). The distribution by height and weight in this group tended to be slightly higher in the lower percentiles (except weights of boys which exhibited a normal distribution), see Figures I and 2, page 39.

These distributions would suggest that nutrition has not been as good as it should have been in these children. However, evaluation of nutrition habits should be included to determine this possibility.

Summary

Eighty-seven (87) children (52 boys and 35 girls) placed in the in-migrant-transient classes in the Milwaukee Public Schools were examined by one of the five school physicians and found to have 105 medical and dental defects. Dental defects were the commonest defects found (in 60 per cent of this group). Other defects found were: vision in twenty children (mild in nine and one child with a treated defect), six with possible heart disease, thirteen with mild hearing loss, one with a history of convulsions, and twelve with miscellaneous defects which would not tend to adversely effect their school performance. The parents of twenty-eight children with defects were encouraged to have further evaluation by their own physicians or an appropriate clinic by the public health nurse in home visits, and seventeen followed through, or planned to. Two moved out of town and in ten cases the public health nurse was unable to motivate them to seek care. Better health appraisals could be obtained if medical histories were available. Evaluation of the nutrition habits and immunization status are important for the complete evaluation of the health status of a child and are lacking in this evaluation.

Report of Nursing Service to In-migrant-Transient Project

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Milwaukee Health Department

Objectives of nursing service

-- To help the individual and/or the family understand existing health problems and to guide the family toward solution of them..

-- To help the family secure needed medical care through appropriate referral to community resources.

If a child was referred for medical or dental care following the screening examination by the school physician, nursing service was started to urge care and to help if a referral to a community resource was indicated.

Nursing service was also extended to thirty (30) children who were referred directly to the public health nurse because of the following problems: personal hygiene, nutrition, sleep habits, and evaluation of immunizations. Two (2) of the families were receiving nursing service before the children had physical examinations through the in-migrant program.

Improvement was noted in only seven of the children who were found to have problems. However, one must remember that these children have many adjustments to make and the acceptance of different health practices is slow. The nurses found it difficult to motivate some of the parents to get their children under medical supervision. Excuses offered were: "Didn't want to keep him out of school"; "I've been too ill to take my children any place." This attitude of not following through with the suggestions offered could again be because of the multiple problems these families encounter.

Nursing service will be continued by the district nurse during the summer and, if further follow-up is indicated in the fall, these children will be again followed through the school health program during the next school year.

Because it is often difficult to determine where the health problems end and the social problems begin, a good working relationship should exist between the welfare counselor and the public health nurse, as both visit the home and are interested in the entire family unit. Periodic evaluation by both disciplines as to the progress of the case should be helpful in planning services for the in-migrant-transient child and his family.